DOCUMENT RESUME

ED 393 008 CE 071 237

AUTHOR	Hopey, Christopher E.; Harvey-Morgan, Joyce
TITLE	Funding Technology in Adult Literacy. Practice Guide.
INSTITUTION	National Center on Adult Literacy, Philadelphia, PA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	NCAL-PG-95-03
PUB DATE	Nov 95
CONTRACT	R117Q00003
NOTE	58p.
AVAILABLE FROM	National Center on Adult Literacy, University of Pennsylvania, Publications, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. PG95-03).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Citations (References); Computer Software; *Computer Uses in Education; *Educational Finance; Educational Planning; Educational Resources; Educational Technology; Federal Aid; Financial Support; *Grants; *Grantsmanship; Literacy Education; Microcomputers; Program Proposals; Proposal Writing

ABSTRACT

For many literacy organizations, obtaining adequate funding for a technology purchase is difficult and requires additional fund-raising activities outside of the regular program grant-funding processes. While the search for additional funding is time consuming and frustrating, the task can be made easier through careful organization and systematic planning. This guide is designed to assist literacy educators in the development of technology fundraising plans. It offers suggestions on how and where to locate funds. The guide covers a range of topics: connecting technology planning with funding; sources and methods of funding technology; identifying funding sources for technology; matching technology priorities with a potential funder; and writing and marketing a technology proposal. The guide also includes seven appendixes that contain extensive annotated lists of funding sources and ideas for grant writers, a sample cover letter for a fundraising proposal, and six references. (Author/KC)

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NCAL

Practice Guide

FUNDING TECHNOLOGY IN ADULT LITERACY

Christopher E. Hopey
Joyce Harvey-Morgan

National Center on Adult Literacy
University of Pennsylvania

NCAL PRACTICE GUIDE PG95-03
NOVEMBER 1995

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FUNDING TECHNOLOGY IN ADULT LITERACY

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University of Pennsylvania

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This work was supported by funding from the National Center on Adult Literacy at the University of Pennsylvania, which is part of the Educational Research and Development Center Program (Grant No. R117Q00003) as administered by the Office of Educational Research and Improvement, U.S. Department of Education, in cooperation with the Departments of Labor and Health and Human Services. The findings and opinions expressed here do not necessarily reflect the position or policies of the National Center on Adult Literacy, the Office of Educational Research and Improvement, or the U.S. Department of Education.

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The National Center on Adult Literacy (NCAL) was established in 1990 by the U.S. Department of Education, with co-funding from the Departments of Labor and Health and Human Services. The mission of NCAL addresses three primary challenges: (a) to enhance the knowledge base about adult literacy; (b) to improve the quality of research and development in the field; and (c) to ensure a strong, two-way relationship between research and practice. Through applied research and development and dissemination of the results to researchers, policymakers, and practitioners, NCAL seeks to improve the quality of adult literacy programs and services on a nationwide basis. NCAL serves as a major operating unit of the Literacy Research Center at the University of Pennsylvania.

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FUNDING TECHNOLOGY IN ADULT LITERACY

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ABSTRACT

Technology fund-raising requires patience, persistence, and a lot of hard work. For many literacy organizations, obtaining adequate funding for a technology purchase is difficult and requires additional fund-raising activities outside of the regular program grant-funding processes. While the search for additional funding is time consuming and frustrating, the task can be made easier through careful organization and systematic planning. This guide is designed to assist literacy educators in the development of technology fund-raising plans and offers suggestions on how and where to locate funds. The document covers a range of topics including connecting technology planning with funding, sources and methods of funding technology, identifying funding sources for technology, matching technology priorities with a potential funder, and writing and marketing a technology proposal. The guide also includes appendices on funding sources and a bibliography of resources to assist grantwriters with proposal ideas.

INTRODUCTION

New technology has the potential to significantly change the field of adult literacy. Yet, one of the greatest obstacles to implementation of technology within adult literacy programs is the lack of adequate funding (Harvey-Morgan et al., in press). While such innovations as CD-ROM and the Internet can transform literacy instruction, they require a substantial investment. In the face of dwindling educational budgets, obtaining sufficient funding becomes even more of a challenge. This guide is designed to assist literacy educators in the development of technology fund-raising plans and to offer suggestions on how and where to locate funds. The document is organized into eight sections:

- Connecting Technology Planning With Funding
- Funding Sources for Technology
- Methods for Funding Technology
- Identifying Specific Funding Sources
- Funding Resources
- Matching Technology Priorities With a Potential Funder
- Writing a Technology Proposal
- Marketing a Technology Proposal

CONNECTING TECHNOLOGY PLANNING WITH FUNDING

Before beginning the funding search, it is essential to develop a technology plan. (This process is outlined in an accompanying guide, *Technology Planning in Adult Literacy*, which is available from the National Center on Adult Literacy. We recommend consulting the planning guide in conjunction with this current document, *Funding Technology in Adult Literacy*.) A technology plan serves as a blueprint for technology use and helps set technology priorities and goals in order to focus fund-raising activities. It not only creates a source of ideas for grant proposals, but also demonstrates a commitment to the use of technology, giving funders a degree of confidence in their investment.

With a carefully considered technology plan, the process of technology fund-raising is straightforward. The following five principles should help literacy organizations in raising funds for educational technology:

- *Develop a technology funding profile that identifies the priorities of the technology plan.* The priorities should be categorized according to those that can be funded with existing dollars and those that will need additional funding.
- *Do not try to fund an entire technology plan with one funder or funding method.* Funders want a clear understanding of what they are being asked to support; make each funding request specific, concise, and manageable. Do not ask for too much in a single proposal to one funder. If a technology proposal is too complex or too expansive, the probability of receiving funding decreases. Grant writers often make the mistake of including everything in a proposal in order to impress a potential funder.
- *Emphasize the organization's technology accomplishments and build on past technology successes.* It would be unwise to begin the fund-raising process by asking a potential funder for a mobile technology lab if the organization has never used technology extensively. The process of obtaining technology should be gradual and deliberate. Literacy organizations should be realistic about what they need and what they can use. Funding should be sought to enhance the program, not just to purchase the newest gadgets.
- *Educate the potential funder about the advantages and importance of technology in adult literacy.* Frame the use of technology as innovative and crucial for enhancing the teaching and learning processes. Emphasize the lasting impact that the incorporation of technology will have on the literacy organization and the adults that it serves. Be specific in your discussion of these issues.
- *Include technology in all grant-writing and fund-raising activities, even when they are not technology specific.* When possible, technology acquisition should be incorporated into the regular grant-writing process and should not rely on special circumstances. Some program grant guidelines allow for equipment purchases, which can include computers, printers, and other forms of technology.

Funding Sources for Technology

Fund-raising is a long but rewarding process that requires organizations to have both patience and persistence—patience to wait for funders to approve a grant and persistence to seek funding from a diversity of funders. Funders may be multi-billion dollar private foundations or local community groups and individuals, and each has a mission and a goal for its philanthropic giving. Categories of funders of technology in adult literacy include the following:

Foundations—There are more than 37,000 foundations in the United States (Foundation Center, 1994). Foundations generally fall into one of the following five categories:

Independent foundations: These private foundations are usually founded by one individual, often by bequest.

Community foundations: These foundations build their endowments through contributions from several donors, usually within a given geographic region. They tend to focus primarily on local needs, those of a particular town, county, or state.

Family foundations: These foundations are private foundations that are either managed or strongly influenced by the original donor or members of the donor's family.

Operating foundations: Operating foundations are private foundations that use the bulk of their income to provide charitable services or to run charitable programs of their own. They seldom make grants to outside organizations.

Company-sponsored foundations: Corporations may establish foundations with initial endowments, make periodic contributions from profits, or use both methods. These foundations are legally separate from their parent corporations.

Regardless of the type, foundations are funding a larger and larger portion of technology in adult literacy organizations. In particular, company-sponsored and community foundations are often more willing to support small- to medium-sized grants for one-time technology purchases ($1,000-$5,000).

Corporations—Through corporate giving programs, some corporations make grants on behalf of individual contributors. These giving programs are an untapped source of funding for many literacy programs. Some corporations also donate older computers to adult literacy organizations. Donated computers are a growing source of technology in adult literacy.

Local community agencies—Organizations such as the United Way, Elks Lodge, and VFW Posts supply small amounts of funding for technology. The funding potential of this type of organization is relatively untapped.

Federal government—The federal government is the largest funder of educational technology in the United States; however, almost all the funding goes to K-12 education or to programs like the Jobs Training Partnership Act (JTPA). Literacy organizations should seek collaborative partnerships with other sectors of education to gain access to additional federal funding sources for educational technology.

State education agencies—Some state education agencies allow literacy organizations to fund technology through an equipment budget line item under their state adult basic education grants. Unfortunately, instead of allowing for the purchase of computers, many states require a lease. Regardless, most state-funded budgets are so small that the purchase of more than one computer is very difficult.

METHODS FOR FUNDING TECHNOLOGY

Grant writing is the most common method of funding technology, but other methods can be just as effective and are often overlooked. Outlined below are five basic methods for funding technology in adult literacy organizations:

- *Requests for proposals (RFPs).* These are most often announced by public funding sources and occasionally by private sources. One of the most common and popular methods, they require formal, written proposals based on a set of regulations that define the scope of work that the grantee is to undertake. These grants are usually very competitive and require considerable paperwork. In many instances, RFPs limit or exclude technology purchases in their grant regulations, so it is very important to review the RFP for specific technology funding guidelines. In other cases, an RFP may not mention technology as a priority, but technology can be included as equipment in the budget.
- *Unsolicited proposals.* Many funders, most often private sources, do not have specific funding guidelines or time frames and receive unsolicited proposals. However, an unsolicited proposal should be based upon some knowledge that the funder will be open to the idea of funding technology for a particular organization. Most unsolicited proposals are directed toward (a) private or community foundations; (b) corporations; (c) community, civic, religious, or quasi-public groups; or (d) private individuals. Most of the grants made by these groups are local in nature, and many can be negotiated through a brief letter/proposal that describes the technology project, its objectives, and expected outcomes; how it fits into a program's overall technology plan; and a basic line-item budget.
- *Equipment donations.* Corporations, community and civic groups, and individuals can often donate a new or used computer or a piece of software. It is important to make these organizations and individuals aware of specific technology needs because they may have older computers that they are planning to throw away. Not only can adult literacy programs benefit from such donations, but private individuals and companies may be able to benefit from a tax deduction as well. A telephone call, personal communication with a friend or board member who works for a corporation or belongs to a group, or a simple letter is usually the most effective way of communicating technology needs.
- *In-kind services.* Technology funding is not only for equipment. Computers require maintenance and set-up, staff members need training, and administrators need help in technology planning and fund-raising. Look for individuals who are willing to donate their time to help with technology. If asked, the technology staff members of many corporations and colleges may be willing to donate some of their time.

- *Fund-raising events.* A technology fund-raising event can often elicit individual donations. A fund-raising event does not have to be extravagant. It can be a telephone campaign, fund-raising dinner, book signing, raffle, or local run-for-fun or walk-a-thon. Technology is a tangible commodity in the eyes of people who donate small sums of money. A simple raffle to buy a new computer can be effective. Keep in mind that fund-raising events take time to plan and implement and usually require the help of many volunteers to be successful.

This guide will focus primarily on RFPs and unsolicited proposals because they are the most common methods used by adult literacy organizations for funding technology.

IDENTIFYING SPECIFIC FUNDING SOURCES

Identifying specific funding sources is one of the most difficult steps in technology grant writing. Many adult literacy organizations are unsuccessful in obtaining technology funding because they ask the wrong funder. It is important to identify those funders that support the acquisition and purchase of technology.

Identification of potential funders depends essentially on research, and the first step is to organize the research process. It is important to develop a plan of action and to approach the search for funds systematically. The following suggestions should assist literacy groups in organizing the search for potential technology funders:

- *Select and monitor funding information resources on a continuous basis.* There are thousands of information resources that can be used to locate potential technology funders. It is best to select a few and keep close tabs on those sources. If, over a period of time, the information resources are not helpful, drop them and add new resources. As a general rule, local newspapers are a great source of leads. Local or national organizations that state a concern for literacy, education, or technology are also potential sources of technology funding.
- *Organize potential funding sources by priority.* Create a list or a computer database to keep track of potential funders. Periodically mail out a simple letter acknowledging the commitment of a potential source to a particular problem; the letter should also request an annual report or more information about funding priorities and guidelines.

- *Constantly seek new funding sources by getting onto mailing lists.* A simple letter or phone call requesting inclusion on a foundation's or organization's mailing list can result in early notification about funding opportunities. Getting onto the mailing list of government agencies is especially important for early RFP notification, since the key to funding is knowing what is available and when to apply.
- *Seek assistance from funders about how to write a grant.* Most funders do not understand the problems facing adult literacy educators today, but may be willing to assist a program in targeting its efforts. Organizations such as local colleges and community action organizations may also be helpful in assisting literacy organizations with their technology acquisition efforts.
- *Use both informal and formal "people networks" to locate potential technology funds.* Develop an informal network of other adult literacy providers. Network with others in order to share ideas, hints, plans, and news on funding. Get together once a month for breakfast or collaborate on a grant. Most importantly, talk about funding whenever possible, especially at professional gatherings. Such discussions can open doors and develop new leads for technology funding.

FUNDING RESOURCES

Literacy organizations should begin to collect information about funders and their restrictions and guidelines close to home. The first places adult literacy grant writers should look for technology grant opportunities are their own state departments of education and within their local communities. Most foundations and corporations donate within the range of specific geographic locations and interests. The following resources provide a good place to begin a broader fund-raising search:

- **The Foundation Center**, headquartered in New York City, is a national nonprofit organization that offers information on foundation and corporate philanthropic giving. The Center collects, organizes, and disseminates data through publications and a nationwide network of more than 190 Cooperating Collections. Cooperating Collections house a core group of Foundation Center publications and a variety of supplemental resources. The Collections are located throughout the United States and offer free public access. The Foundation Center also offers a variety of foundation directories and publications as well as an on-line database and a membership program that, for a fee, helps in the search for grant money. The best known publication is *The Foundation Directory.* The directory compiles data for 6,000 private foundations in the United States and covers all 50 states. *The Foundation Grants Index* is also a source of information on recent grant awards. It covers the grant-making programs of over 950 foundations and includes over 65,000 grant descriptions.

- **Regional Associations of Grantmakers (RAGs)** are nonprofit membership associations that have been created by private grantors to enhance the effectiveness of private philanthropy in their regions. Some 2,800 private, community, and corporate foundations, as well as corporate contributions programs, and other types of private grantors belong to one or more RAGs across the country. (Some RAGs include in their membership other related organizations, such as financial advisors and/or grant seekers.) Each RAG serves a distinct geographic region (city, state, or multi-state area) and responds to the specific needs and interests of its members. Many offer training seminars, publications, and common application materials for nonprofit organizations. (See Appendix F for a list of RAGs.)
- **Federal Register (U.S. Depts. of Education, Labor, HHS, NSF, etc.)** is a publication issued every weekday by the National Archives and Records Administration listing all federal agency regulations and legal notices, including details of all federal grants competitions. It is available in most major libraries and by subscription from the Superintendent of Documents, Government Printing Office, Washington, DC 20402, telephone (202) 783–3238. It is also available on-line on the Internet (see Appendix D).
- **Commerce Business Daily** is a publication issued every weekday by the U.S. Department of Commerce listing all federal procurement invitations, including the Department of Education's RFPs for contracts. This publication is available in most major libraries or by subscription from the Superintendent of Documents, Government Printing Office, Washington, DC 20402, telephone (202) 783–3238.
- **The Catalog of Federal Domestic Assistance (CFDA)** is published by the U.S. Office of Management and Budget (OMB) and updated with loose-leaf additions. This catalog describes all federal programs that distribute funds to states, organizations, and individuals. The CFDA is available in most major libraries or by subscription from the Superintendent of Documents, Government Printing Office, Washington, DC 20402, telephone (202) 783–3238.
- **Newsletters.** There are numerous newsletters that concentrate on education and adult literacy. These newsletters have sections that categorize recent RFP announcements and private foundation announcements. They are usually quite expensive ($250.00) but worth the investment.
- **Other Literacy Organizations.** Literacy organizations are a great resource for information about funders, their priorities, and the experiences others have had in developing and obtaining funding.
- **Speakers Bureaus.** Belonging to a local speakers bureau often gives you an opportunity to ask for small donations. These informal get-togethers are great for determining where money is available. They are also a good way for literacy organizations to get the word out to local business, civic groups, and community leaders.
- **The Internet** allows free access to all types of federal, state, private, and local grant information. This is an excellent resource for locating and

retrieving materials since it offers access to all kinds of databases and discussion groups (LISTSERVs). Some of the major grant sources available on the Internet include the *Federal Register* and the *Catalog of Federal Domestic Assistance* (CFDA) as well as funding opportunities from private foundations and the U.S. Department of Education. The most effective on-line method of finding information on funding is to join one of the LISTSERVs that are directly or indirectly related to adult literacy or fund-raising. A LISTSERV is an e-mail-based discussion group that allows people with a common interest (i.e., adult literacy) to communicate with each other on-line. A compilation of LISTSERVs and other Internet databases is included in Appendix D. Many private and community foundations are also going on-line with World-Wide Web home pages. Many of these electronic pages include copies of annual reports and lists of contact people in the foundation. Many corporations and government agencies also have home pages that include annual reports, grant opportunities, and funding guidelines.

- **Other Sources** include local newspapers, advisory boards, books, professional organizations, and local libraries.

MATCHING TECHNOLOGY PRIORITIES WITH A POTENTIAL FUNDER

After a potential funder has been identified, an organization's technology priorities must be matched with the potential funder's goals and priorities to determine if there is a fit. The likelihood of receiving a technology grant from a funder is greatly increased if there is a match between the funder's philosophy, interests, and priorities and an organization's mission, philosophy, and use of technology. Careful research and review of a potential funder will provide most of the clues that an organization needs to know about its potential for being funded. The Foundation Center (1994) recommends the following questions as a guide for realistically reviewing and matching technology priorities with a potential funder.

- *What are the funder's priorities?*—Is adult literacy and/or educational technology one of the funder's priorities? In an RFP, the priorities are usually clearly stated, yet funders do not always explicitly state their priorities; therefore, an examination of previous awards may be necessary. Past awards are a good indication of a funder's priorities.
- *What are the funder's geographic restrictions?*—Many funders restrict their grant making to specific geographic locations. An adult literacy program has a better chance of obtaining funding for technology from a local foundation or organization than from a more competitive national foundation or federal grant program.
- *How will the project benefit the funder?*—Funders don't just give money for the sake of giving money. They want to see how the project will benefit them

and their community. If the project does not benefit the foundation, agency, or local community group, then the likelihood of funding is low.

- *Does the funder provide grants of sufficient size?*—What are the financial needs of the proposal? It is best to write a proposal or ask a funder for money that is close to the average size of a funder's typical award. If a literacy program needs more than what the funder typically provides, the proposal will probably be unsuccessful. It is best, therefore, to break up a larger project into smaller projects that match the funder's giving level.
- *What type of funds are available?*—Funders provide different types of grants including matching grants, start-up money, support grants, and equipment grants. This should be carefully noted, in order to determine if and how to incorporate technology into a proposal.

Once a funder has been identified and priorities appear to match, the funder should be contacted. Cradler (1991) recommends numerous ways to make an initial contact, including a telephone call, letter, or a written proposal.

A telephone inquiry can be the quickest and most effective way to make initial contact with a foundation, agency, or corporation. It is important to know who to ask for when calling a funder. In a foundation, this is usually a program officer; in a government agency, this may be a contact person. A foundation directory may be helpful for looking up contacts, but making a phone call may be the most expedient.

WRITING A TECHNOLOGY PROPOSAL

Writing a technology grant proposal can be a daunting task for any grant writer. The grant writer's job is easier when a literacy organization has developed a vision for technology use and a technology plan for implementing that vision (Hopey & Harvey-Morgan, 1995). Working from a technology plan makes writing a technology proposal much easier than it may first appear. The first step in writing a proposal is to set aside enough time so the grant writer can write the grant, give it to others to review, and then have enough time to make changes. The second step is to write the proper type of proposal. As was discussed earlier, there are two types of grant proposals, unsolicited proposals and proposals written in response to requests for proposals (RFPs). The unsolicited proposal should be brief, usually no longer than five or six pages. A proposal written in response to an RFP is usually longer and must follow the guidelines of the specific RFP.

WRITING A BRIEF PROPOSAL

Writing a brief proposal is the first step in seeking funds from a foundation or corporation. The goal of the proposal is to inform the potential grant maker about the literacy organization's vision and why he/she should fund the

organization's use of technology. The emphasis should be on raising the level of interest of the potential grant maker without going into all the details of the proposed project. This does not mean that the proposal should be vague or general; it should instead be direct and to the point.

To achieve the goal of brevity and directness, a brief grant proposal should include a one-page cover letter, a project narrative, and a budget. The cover letter serves as an introduction and sets the stage for the proposed project. It is a very important part of the proposal because it either helps to capture the interest of the grantor and prompts him/her to read further or, if it is ineffective, it diminishes the potential grantor's interest. The cover letter illustrates an organization's commitment to the use of technology and should include a brief synopsis of the proposed project, general information about the organization, a statement about why the organization is submitting the proposal, and a statement of appreciation for the opportunity to apply. The cover letter should be no longer than one page, written in current business style, and create a good visual impression.

A technology grant proposal should also include a project narrative. The narrative should not repeat what the cover letter states but should include a brief description of the problem, an overview of the project, project goals and objectives, project activities, and a statement of how the proposed use of technology will assist the organization in solving the literacy problem it seeks to address. Finally, the project narrative should incorporate a few sentences about the expected results and impact of using the technology and the amount of additional funding and support the organization has sought to implement the project. It is best to consider the project narrative as a kind of marketing tool.

WRITING A PROPOSAL IN RESPONSE TO A REQUEST FOR PROPOSAL (RFP)

An RFP usually describes in detail what a written proposal should include. Grant writers should carefully read and re-read the request for proposal guidelines in order to ensure that the proposal meets all the requirements. When developing a proposal in response to an RFP, it is important to be succinct so that the grant reviewer can quickly skim the document, yet still be able to grasp its full meaning. An effective proposal must be written in clear, precise language and follow the RFP guidelines exactly. Depending on who is requesting the proposal, most proposals should include the following: a cover letter, an executive summary or project abstract, a project narrative, and a budget.

The cover letter serves as an introduction, but with a proposal written in response to an RFP, it is much more of a pro forma document. It should briefly identify the proposal being submitted and the organization that is submitting it. The cover letter should be one page or less, written in a current business style, and create a good visual impression (see Appendix G for a sample of a cover letter).

Many RFPs request an executive summary or project abstract. The executive summary should include a brief description of the problem and a brief

overview of the project and the proposed use of technology. It should also include a statement about the expected results and impact of using the technology. This document (usually no more than 1-2 pages) should provide a complete picture of the project; it should serve as a kind of marketing document.

RFPs almost always request a line-item budget. The budget should be realistic and justifiable in relation to the scope of work and plan of action. It should be an item-by-item reflection of what is needed to achieve the goals and objectives of the project. Broken down by line item, the budget will usually include equipment (e.g., computers) and supplies, personnel costs (both incurred by project and donated by your organization), facility costs (rent and utilities incurred by project and donated by your organization), travel and communication costs, contractual services (technicians, consultants, external evaluator), staff development and training costs, and indirect costs (overhead). It is important to correlate budget line-items with goals and tasks. Always include overhead expenses and everything that the organization donates to the project, as this demonstrates the commitment of your organization to the use of technology and the project. Careful attention should be paid to the budget; costs should neither be underestimated nor overestimated.

Grant writers who want to improve the look and feel of a proposal should also include a title page that serves as a graphical introduction to the proposal. The title page makes the first impression. Thought should go into the title of a project. It should be both descriptive and engaging, but it should be kept to eight words or less. Many RFPs include a specific format for the title page, and in general it should include an RFP number, project name, submitting individual's and organization's name, address, and phone contact information.

A table of contents should be included with longer proposals. The table of contents shows the shape of a proposal. It should clearly indicate to the reviewer where pertinent materials are indexed, using page numbers for all of the important sections of the proposal. It should graphically illustrate the proposal, be easy to read, and follow the RFP's outlines and restrictions.

In addition to a cover letter, executive summary/abstract, and budget, most proposals include a proposal narrative containing the following information:

- description of the organization and its background
- statement of the problem that is addressed in the proposal
- list of project goals and objectives
- description of project, scope of work, and plan of action
- timetable for completing project activities
- description of key project personnel
- statement of administrative methods and management plan
- statement of how the project will continue once the grant has ended
- description of methods for publicizing the project and disseminating project materials
- description of project evaluation plan

The description of the organization provides necessary background information on the literacy organization, its service area, and its past record. It should include information on the number and types of students served and the location of where they are served. It should also include information on the capacity of the organization, including staff size, expertise, and accomplishments. This introduction should be concise, yet it should be written assuming that the reader has no prior knowledge about literacy, the organization, its clients, or service area.

The problem statement is crucial to creating a context for the proposal. It is important to be precise, justify the organization's point of view with solid data, show the impact of the problem (locally, statewide, and nationally), and state all information accurately. Do not embellish the facts.

A concise description of goals and objectives indicates to the grantor the amount of thought that has gone into the development of the proposal. Goals are the end result toward which the technological efforts are directed. Objectives are the measurable steps taken to achieve the goals. To accomplish each objective, a set of major tasks or steps should be defined. Also, tasks must be linked to the line-item budget. In order to write realistic goals and objectives, the expected benefits for a target group must be kept clearly in mind.

The project description is the plan of action. It can be the most problematic element in the review process. Be sure that the description is logical, easy to read, and presented in a step-by-step order. It should include what the project will accomplish, when and where the project will be carried out, who the target population is for the project, a justification for the existence of the project, and how the project will affect the target population. Essential to include is a precise discussion about why the use of technology is important to the literacy organization and to the target population and how it will help to achieve the desired outcomes. At this stage, grant writers need to pay close attention to detail, justifying all decisions made in developing the project and constantly thinking about what would make the project more attractive to the grantor. The narrative should also include a timeline that is short but descriptive and shows when each objective and task will begin and end.

The list of key project personnel establishes the credibility and credentials of those who will manage the project and carry out the tasks. Descriptions should include current job functions as well as education, experience, affiliations, and relevant accomplishments of all personnel. Descriptions of the roles each person will play in the proposed project should also be included. There should be no more than one page per person.

Many federal and state RFPs ask for a description of administrative methods or a management plan. Included in the proposal should be a description of the structure of the organization and its management functions. This section should identify lines of responsibility that will ensure a successful project and effective budget oversight. Include an organizational chart and a discussion of the organization's infrastructure and how aspects of that infrastructure (e.g., financial office, grants office, board of directors, special committees, and technology support) will provide assistance to the project.

The project continuation plan should describe how self-sufficiency will ultimately be achieved within the project. It should include a description of the organization's commitment to using technology in the future.

Dissemination of project results, the process of communicating information to specific audiences, can be very important in a proposal. The dissemination/publicity plan shows the funder what will be done to advise the community or other colleagues of the organization's successes; in essence, it is a strategy for advertising the grantor's award. This section should pinpoint the audience, indicate what will be disseminated, and describe what methods will be used. A good dissemination plan can also help communicate information to secondary funding sources (e.g., local corporations). The plan can include formal reports, brochures, conference presentations, workshops, exhibits, and personal interviews with magazines and newspapers.

The evaluation plan is extremely important because it ensures that the money invested in technology is being used effectively, and it keeps the grantor informed of the progress of a project after funding is received. Grantors want to see results and an evaluation is essential. It should utilize scientific means for measuring the impact of a technology grant and, to a lesser extent, the impact of an organization's technology plan. Evaluations take many shapes and forms, but they usually include both a series of progress evaluations and a final summative evaluation.

Many grant writers also like to include appendices. The appendices must contain only information that clarifies the proposal. Include biographical information, letters of support, charts, equipment specifications, survey results, needs assessments, and so forth. Do not use the appendices as a catch-all. Limit the amount of extra materials included in grant proposal. The RFP should be read carefully to determine if appendices are acceptable and if there are any restrictions on what can be included.

Finally, a bibliography will indicate that research has been done in order to create the proposal. Be selective; concentrate on information from journals and books. Be sure to cite statistical information and exemplary projects related to the proposal.

TIPS ON WRITING A TECHNOLOGY PROPOSAL

When writing either kind of proposal, an unsolicited proposal or a proposal in response to an RFP, it is important to keep a number of things in mind. The suggestions that follow should assist grant writers in writing successful technology proposals. Although they may not apply to every situation, they should be useful as general guidelines.

In the proposal narrative, it is important to define clearly the literacy problem being addressed. Few grantors will donate money unless they are certain of a purpose and clear goals and objectives. Keep it simple and focused, and settle on one problem. Don't undercut the chances of funding by making a proposal too multifaceted or complex. Whenever possible, use scientific data to describe and define the problem. The grantor should be able to describe in a press release the technology project and the problem that it is trying to solve in just a few sentences.

Include background research on educational technology, literacy, and educational achievement to support the proposal's use of technology. The proposal should include data whenever possible to explain how the use of technology will enhance the teaching and learning processes and help solve the overall problem of adult literacy in a particular community. The technology proposal should include some discussion about the advantages of technology for learners and literacy organizations. Advantages relevant to the project might include one or more of the following: the ability to reach new learners outside of the classroom, use learning time more efficiently, provide greater privacy for learners, sustain student motivation, and provide for individualized instruction and control.

Another very important point is to identify and articulate clearly the desired results and expected outcomes of using technology. Funding agencies want to fund results, not just projects. They want to know exactly what a program wants to accomplish with technology. It is best to focus on one or two technology solutions and not try to overextend the proposal's use of technology. Grantors will agree that a common problem with many proposals is that they do not specify a desired result. Grantors are likely to ask the following questions when looking for results: What does a proposal seek to accomplish with the use of technology? What suggests that this is a problem that can be solved through the use of technology? What has been done with technology in adult literacy or related fields to solve this problem? What is the organization's commitment to using technology, and how has it demonstrated success in the past in using technology effectively? How does the specific use of technology benefit students?

Writing should be succinct and clear. The reader should be able to skim the document quickly, understand its organization, and grasp an overview of its full meaning. When writing a proposal, assume that the reader knows nothing about the subject. Eliminate jargon and write in everyday language. Write in the third person. Emphasize logic rather than emotion or philosophy. Emphasize opportunity rather than need.

The proposal should be organized according to the structure of the RFP. It is a good idea to use the same categories and exact titles that are listed in the RFP. This will make the reviewer's job easier and increase the chances of the entire proposal being read. When the proposal has been completed, it is a good idea to go back and read the RFP yet again. This can help to ensure that everything requested has been included and that all requirements have been fulfilled (e.g., maximum number of pages, etc.). Re-reading the proposal in comparison to the review criteria in the RFP can be extremely helpful.

Finally, when the proposal has been completed, consider using the "any person" test. If any person unfamiliar with adult literacy and technology can read and understand the proposal, it passes the test. Give a copy of the proposal to board members, friends, and people outside of adult literacy and request feedback from them. After they read it, ask questions, take notes, and make changes. Remember, the fate of a technology proposal is often in the hands of someone who knows nothing about technology, literacy, or the organization submitting the proposal.

MARKETING A TECHNOLOGY PROPOSAL

One of the most overlooked aspects of grant writing for technology is the marketing of the grant proposal. Winning a grant takes more than writing a good proposal (Hall, 1993). Marketing a technology proposal is the process of making a potential funder aware of the literacy organization and its particular technology needs. In many cases, a funder does not know about technology or adult literacy. Therefore, the marketing process begins long before the proposal is written. All decisions made while developing a technology plan and subsequent technology grant writing activities should be viewed in light of how they will be perceived by funders.

There are two basic reasons for adopting a marketing approach. First, a literacy program must sell itself to the funder. Simply submitting a proposal and waiting isn't enough; the funder must be convinced that the investment is worthwhile. Second, by adopting a marketing approach with the first technology grant, subsequent grants are usually easier to get because success builds momentum.

The first step in marketing a technology plan is to de-emphasize the writing of a proposal initially. The written proposal is very important, but many grants are not awarded without a face-to-face meeting or telephone conversation between the grantors and the potential grantee. Ultimately, the way a proposal is written is not as important as convincing the funder of the organization's technology needs (Hall, 1993). Grant writers should be able to clearly and concisely describe the literacy organization's technology needs and why technology is needed to achieve its overall mission. A technology plan is the best and most convincing way to articulate technology needs and priorities. A good first step in securing a meeting with a grantor is to send a cover letter and a copy of the organization's technology plan asking for a meeting. The grantor will probably ask for more information and then the proposal writing process begins.

Since the funding process is somewhat subjective, the more effort that is put into building the case that technology is necessary, effective, cost-efficient and well conceived, the more convincing the proposal will be to a potential funder. If a proposal does not show how it will have an impact or if there is any uncertainty or confusion about the use of technology, the proposal is unlikely to receive funding.

While marketing and sales are probably not part of a literacy educator's training, they are extremely valuable skills in getting the most favorable consideration for funding. Funding sources are very serious about the organizations that they support. They demand results, not just good efforts with the best of intentions. Marketing to a funder is really an opportunity to educate the funder about technology, adult literacy, and adult learners. In light of this, literacy educators must not only market their proposals, but also their organizations and the field of adult literacy.

As a general rule, when selling a technology proposal, the literacy program must acknowledge the funding philosophy and priorities of the potential funder and cater to them, without being fawning or insincere. By taking this approach, the grant seeker clearly has a much greater chance of being approved for funding. For example, a manufacturing company will state that it funds education, but when you read its corporate philosophy the company's interest is focused on education that furthers the expansion and development of skilled employees. A grant writer must then tailor the technology proposal toward use of technology in the workplace. Too many adult literacy organizations simply paste a new cover page on an old proposal and then wonder why the project never gets funded. Technology proposals need to show cognizance of the funding organization and its philosophy, agenda, and interests; and grant writers must be willing, within limits, to adjust their proposals accordingly.

There are a few important marketing rules that technology grant writers and literacy organizations should follow in seeking technology funds. First, funders prefer technology requests that are presented as projects. Generally, foundations reserve their support for identifiable programs or projects that might not be undertaken or completed without foundation assistance, and whose success can be evaluated in some way. Technology should be incorporated into projects in a unique and innovative way. Technology can turn an average proposal into a "cutting-edge" project. Many funders see themselves as "catalysts for change;" therefore, they like to fund cutting-edge proposals.

Second, grantors are becoming increasingly active in identifying literacy organizations to support. Many funders are taking a prescriptive approach in defining their literacy interests and have become more proactive in their selection of grantees. Many grantors have also begun issuing invitations to a selected group of literacy organizations. These invitations often include detailed guidelines, suggesting the issues the grant maker wants to address. Although this process varies among grantors, the point to keep in mind is that with the current trend toward narrowing the parameters of grant support, applicants should be especially careful to relate their technology needs to the aspirations and desires of the funding source.

Third, grantors prefer to fund exemplary projects that will serve as models for other literacy organizations to replicate. They also like new projects to build upon earlier models developed by other literacy organizations.

Fourth, many funding sources, especially corporate foundations, want publicity and recognition for the projects that they are funding. It is thus very important to address how the results of the grant will be disseminated and shared with others. One way for adult literacy educators to disseminate technology results is to make presentations at conferences to explain their projects and their findings or to arrange for publication of their work in appropriate professional journals, community newspapers, and adult literacy newsletters.

Fifth, literacy organizations need to highlight their efficient use of scarce financial resources. Grantors support organizations that accomplish their objectives by efficient use of scarce financial resources. Technology (for the most part) is easy to justify; grant writers need to show how it will serve more students, more efficiently, with limited dollars.

Sixth, grantors want to see tangible evidence that literacy organizations using the technology have the training to use it efficiently. Funders are very interested in the people responsible for carrying out the use of technology. They want to know if potential grantees have the credentials (e.g., related experience, training, competence, etc.) to implement and use the new technology. It is important, therefore, to highlight past and future training efforts in your organization and, in particular, to focus on your technology staff development efforts and plans.

Seventh, grantors prefer to fund projects that are well conceived and thoughtfully planned. In all instances, be as specific as possible about the proposed activity, avoiding exaggerated promises and unsubstantiated generalizations. Point out if commitments have been secured from other funders or community groups. If they have not, indicate when and if these commitments are expected.

Finally, it is important to note that even an unsuccessful funding request can be beneficial. It is important to learn why a proposal was not funded. Ask the grantor who turned down the proposal whether it was the project, the written proposal, or the budget that didn't measure up to the funder's parameters. This information may provide a base to build upon in the future. Although this process may be lengthy or involved, the effort will greatly increase the probability of success in future technology grant writing activities. Also, when possible, ask other nonprofits that have secured technology grants to share why they think their proposals were successful or if there is anything that they could tell you about the funder or program officer that could help you in your funding efforts (Hall, 1993).

CONCLUSIONS

Technology fund-raising can be a successful and enjoyable experience for adult literacy organizations as long as they develop a technology planning process and connect that planning process to fund-raising activities. Planning involves managing change rather than letting change overwhelm you. Funders come and go, and their priorities and focuses change, but adult literacy organizations that plan and fund technology with an array of sources will expand their own use of technology and prepare their students for the future.

Finally, the key to fund-raising is to be patient, persistent and most of all avoid becoming discouraged. For many literacy organizations, it may take writing a few technology proposals before one is successful. However, with a well-organized technology plan and some basic preplanning and funding research, you should be successful.

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APPENDIX A GUIDES TO GENERAL SOURCES OF FUNDING

Annual register of grant support. (1969-). Chicago: Marquis Academic Media. Annual.

Provides information on grant support for academic and scientific research, publication, project development, governmental agencies, public and private foundations, corporations, educational and professional associations, and other types of organizations.

Assistance and benefits information directory: Vol. 1: Programs. (c. 1992). Kay Gill, ed. Detroit: Omnigraphics.

Describes assistance programs, benefits, and services offered to individuals by federal and state agencies, national associations, and other organizations in the areas of cultural affairs, education, employment, health and social services, housing, and law. Contains over 2,000 listings.

Catalog of federal domestic assistance. Washington, DC: The Office of Management and Budget. Annual.

Provides information on over 1,000 federal assistance programs such as grants, scholarships, loan guarantees, technical assistance, exchange programs, and other service activities that are available to state and local governments, public and private institutions, specialized groups, and individuals. Program descriptions are indexed by department and agency name, applicant eligibility, functional classification, subject, popular name, and deadlines.

Corporate 500: The directory of corporate philanthropy. (1985-). San Francisco: Public Management Institute. Annual with quarterly updates.

Provides eligibility requirements, information on the application process, a profile of contributions, and a sample of grants awarded during the previous year for each company included. Provides indexes on types of eligible activities (e.g., building funds and research projects), types of funding areas (e.g., education, health, and arts and humanities), and the donors' principal lines of business (e.g., banking, retail, and defense).

Corporate foundation profiles. (1980-). New York: The Foundation Center. Annual.

Contains detailed analytical profiles of approximately 250 of the largest company-sponsored foundations in the United States and brief records for more than 700 company-sponsored foundations having assets of $1 million or more or total annual giving of $100,000 or more.

Directory of research grants. (1989-). Phoenix, AZ: Oryx Press. Annual.

Lists approximately 6,000 programs that offer research funding for projects in medicine, the physical and social sciences, the humanities, and the arts. Provides information on the focus and goals, eligibility requirements, restrictions, deadlines, and funding amounts of each program.

The foundation directory. (1960-). New York: The Foundation Center. Annual.

The foundation directory: Part 2, A guide to grant programs, $25,000–$100,000. (1990-). New York: The Foundation Center. Biennial.

These companion volumes provide information on the finances, governance, and giving interests of U.S. grant-making foundations. The *Foundation Directory* covers foundations with assets of $1 million or more, or which have annual giving of at least $100,000. The *Foundation Directory: Part 2* covers grant programs between $25,000 and $100,000. Where applicable, these volumes provide additional information on the types of grants awarded, geographic or subject restrictions on the giving program, and application procedures and deadlines.

The foundation grants index. (1970/71-). New York: The Foundation Center. Annual.

Covers grants of $5,000 or more awarded by U.S. foundations, describing current funding interests by subject and geographic focus, types of organizations funded, population groups served, and types of support awarded.

Foundations today. (1981-). New York: The Foundation Center. Annual.

Brief overview of the foundation world. Provides facts and figures on private and community foundations.

Government assistance almanac. (c.1985-). Washington, DC: Foggy Bottom Publications. Annual.

Covers the programs in the *Catalog of Federal Domestic Assistance*, giving the essentials needed by most persons seeking assistance, and presents the information in a way which may enable users to find it more easily.

Grant seekers guide. 3rd ed. National Network of Grant Makers; Jill R. Shellow & Nancy C. Stella, eds. Mt. Kisco, NY: Moyer Bell.

Provides information on grantors and their programs specifically designed to meet the needs of community-based programs and social and economic justice projects.

Guide to U.S. foundations, their trustees, officers, and donors. 2 vols. (1993-). New York: The Foundation Center. Annual.

Contains entries on over 3,000 private grant-making foundations, over 1,700 grant-making operating foundations, and over 300 community foundations that awarded grants during the last fiscal reporting period. Also provides information on over 1,600 private operating foundations that used their funds solely for their own research or charitable programs, and over 700 private foundations that did not award grants during the fiscal reporting periods. Indexes all trustees, officers, and donors affiliated with the listed foundations. Foundation Locator in vol. 2 provides state locations and codes indicating other Foundation Center sources that contain information on that foundation.

Guidebook to excellence 1994: A directory of federal resources for mathematics and science education improvement. (1994). Department of Education. Washington, DC: Government Printing Office.

Comprehensive directory of federal offices, programs, and facilities for educators in mathematics and science. It is intended to inform educators and the public about federal resources in these subject areas and to increase access to them. The publication contains information about federal offices

and programs at the national and regional levels, and also lists state-by-state contacts for many of these resources

Taft foundation reporter. (c.1980-1990). Washington, DC: Taft Corporation.

Provides biographical data on the people who make foundation grant decisions. Covers the largest and the best known private philanthropies. Foundations selected average $4 million in annual grants paid to nonprofit organizations.

GUIDES TO WRITING GRANT PROPOSALS

Bauer, D. G. (1993). *The "how to" grants manual: Successful grantseeking techniques for obtaining public and private grants* (2nd ed.). Phoenix: Oryx Press.

Capitol Publications Inc. (no date). *Winning federal grants: A guide to the government's grant-making process.* Alexandria: Capital Publications Inc.

Cradler, J. (1991). *The educator's guide for developing and funding educational technology solutions.* Hillsborough, CA: Educational Support Systems.

Eckstein, R. M. (Ed). (1991). *Directory of computer and high technology grants.* Loxahatchee, FL: Research Grants Guide.

Gilpatrick, E. G. (1989). *Grants for nonprofit organizations: A guide to funding and grant writing.* New York: Praeger.

Gooch, J. M. (c.1987). *Writing winning proposals.* Washington, DC: Council for Advancement and Support of Education.

Lefferts, R. (1990). *Getting a grant in the 1990's: How to write successful grant proposals.* New York: Prentice Hall Press.

Lefferts, R. (1993). *The basic handbook of grants management.* New York: Basic Books.

Stanton, S. (1992). The big picture: Corporate and foundation sources of nationwide giving. *Technology & Learning* 12 (January 1992): 38–47.

Wilson, T. (1992). Where to find funding for your technology project. *Technology & Learning* 12 (January 1992): 36–38.

GRANT WRITING PERIODICALS

Report on Literacy Programs: The Biweekly Newsletter on Basic Skills Training and Workplace Literacy. Washington, DC: Business Publishers, Inc. For subscriptions, call 1–800–274–0122 ($260/year).

The Chronicle of Philanthropy. Washington, DC: Chronicle of Higher Education, Inc. For subscriptions call 1–800–347–6969 ($67.50/year).

Aid for Education Report. Silver Spring, MD: CD Publications. For subscriptions call 1-800–666–6380.

Education Grants Alert. Alexandria, VA: Capitol Publications Inc. (CPI). For subscriptions call 1-800–655–5597.

APPENDIX B SELECTED FEDERAL EDUCATION PROGRAMS

* Source: *Guide to the United States Department of Education Program*

INTRODUCTION

This list of selected programs is compiled from the U.S. Department of Education's program guide. The annual guide provides, in compact form, information necessary to begin the process of applying for funding from individual federally funded education programs. A full copy of the guide is available from the U.S. Department of Education and is also accessible on-line in OERI's Gopher. The U.S. Office of Management and Budget (OMB) assigns most funded programs a number (shown in parentheses after each program title). Please Note: Many of these programs are not exclusively programs for technology; instead technology can and should be written into many of the proposals submitted for funding.

The OMB numbers are keyed to a more detailed description of each program in OMB's current *Catalog of Federal Domestic Assistance*. The numbers in parentheses following the narrative description refer to the National Education Goals addressed by the program.

While the federal government administers and distributes funds allocated by Congress, some programs call for both state and federal administration. Under most major programs, states administer federal government grants under federal guidelines. In these state grant programs, individuals and organizations must apply directly to state agencies, as indicated after "Who May Apply." Under other programs, federal funds are distributed through grants or contracts directly to individuals, schools and school districts, libraries, museums, and organizations.

Announcements of all competitions for the federal grants listed below are published in the *Federal Register*, and requests for proposals (RFPs) for all contracts appear in the *Commerce Business Daily*.

Application information for federal grants or contracts can be obtained by contacting the administering office listed after "Contact." Written inquiries should be addressed to (Name of Administering Office), U.S. Department of Education, Washington, DC 20202, unless another address is given.

OFFICE OF VOCATIONAL AND ADULT EDUCATION

Adult Education–State-Administered Basic Grant Program. Provides grants to states to fund local programs of adult basic and secondary education based on need and resources available. Who May Apply: State education agencies that have submitted to the secretary of education an approved state plan for adult education. Contact: Division of Adult Education and Literacy; tel. (202) 205–8270.

Adult Education–National Adult Education Discretionary Program (84.191). Supports applied research, development, demonstration, dissemination, evaluation, and related activities that contribute to the improvement and expansion of adult education. Who May Apply: Public and private institutions, agencies, and organizations; individuals, or business concerns may apply to the secretary of Education for grants, contracts or cooperative agreements. Contact: Division of National Programs; tel. (202) 205–9650.

Adult Education–Adult Education for the Homeless Program (84.192). Provides assistance to states for implementation of programs of literacy training and basic skills remediation for adult homeless individuals. Who May Apply: State education agencies of the 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands. Contact: Division of National Programs; tel. (202) 205–9650 or Division of Adult Education and Literacy; tel. (202) 205–8270.

National Adult Literacy Volunteer Training Program. Provides financial assistance for projects that train adult volunteers, especially the elderly, who wish to participate as tutors in local adult education programs under the Adult Education Act. Who May Apply: State education agencies; local education agencies; and public or private nonprofit agencies, organizations, or institutions. Contact: Division of National Programs; tel. (202) 205–9673 or Division of Adult Education and Literacy; tel. (202) 205–9403.

Adult Education–National Workplace Literacy Program (84.198). Support is provided to demonstrate job-related programs of literacy that may result in improved productivity and new employment, continued employment, or career advancement for workers. Who May Apply: Partnerships may submit applications. There must be at least one partner from each of the two listed groups: (a) a business, industry, or labor organization or private industry council; and (b) a state or local education agency, an institution of higher education, or school (including an area vocational school, an employment and training agency, or community-based organization). Contact: Division of National Programs; tel. (202) 205–9650, or Division of Adult Education and Literacy; tel. (202) 205–8270.

Functional Literacy for State and Local Prisoners Program (84.255A). Provides grants to eligible entities that elect to establish a demonstration or system-wide functional literacy program for adult

prisoners. Who May Apply: A state correctional agency, a local correctional agency, a state correctional education agency, or a local correctional education agency. Contact: Division of National Programs; tel. (202) 205–9650.

Life Skills for State and Local Prisoners Program (84.255A). Provides grants to eligible entities to assist them in establishing and operating programs designed to reduce recidivism through the development and improvement of life skills necessary for reintegration of adult prisoners into society. Who May Apply: A state correctional agency, a local correctional agency, a state correctional education agency, or a local correctional education agency. Contact: Division of National Programs; tel. (202) 205–9650.

Office of Vocational and Adult Education Vocational Education–Basic State Grants–Programs for Criminal Offenders (84.048). Makes grants and requires each state board to designate one or more state corrections educational agencies to administer vocational education programs for juvenile and adult offenders; also provides grants to carry out vocational education programs for criminal offenders in correctional institutions. Who May Apply: State boards of vocational education through the state plan application. (State corrections education agencies apply to state boards.) Contact: Division of Vocational-Technical Education; tel. (202) 205–9441.

Vocational Education–Basic State Grants–Secondary, Post-Secondary, and Adult Education Programs (84.048). Provides assistance to states to make awards to improve vocational education programs at a limited number of sites or to a limited number of program areas; priority is given to sites or program areas that serve the highest concentrations of individuals who are members of special populations. Who May Apply: State boards of vocational education through the state plan application. (Eligible recipients apply to the state boards). Contact: Division of Vocational-Technical Education; tel. (202) 205–9441.

State Assistance for Vocational Education Support Programs by Community-Based Organizations (84.174). Assists states in making awards to joint programs of eligible recipients and community-based organizations in order to conduct special vocational education services and activities; programs include outreach programs, prevocational education preparation, basic skills development, transitional services, career intern programs, model programs for school dropouts, assessment, and guidance and counseling. Joint programs must give special consideration to the needs of severely economically and educationally disadvantaged youths ages 16-21. Who May Apply: State boards of vocational education through the state plan application. Community-based organizations apply jointly with one or more eligible recipients to state boards. Contact: Division of Vocational-Technical Education; tel. (202) 205–9441.

State Vocational Education Program: Supplementary State Grants for Facilities and Equipment and Other Program Improvement Activities (84.253). Assists the states in providing funding in economically depressed areas for program improvement activities, especially the improvement of facilities and acquisition or leasing of

equipment to be used to carry out vocational education programs. Who May Apply: State boards of vocational education may apply in their state plans. (Local education agencies that receive an award under section 1006 of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, or a consortium of such agencies apply to the state board.) Contact: Division of Vocational-Technical Education; tel. (202) 205–9441.

Bilingual Vocational Training Program (84.077). Provides assistance for bilingual vocational education and training for individuals with limited English proficiency to prepare them for jobs in recognized and newly emerging occupations. Who May Apply: State agencies, local education agencies, postsecondary education institutions, private nonprofit vocational training institutions, and other nonprofit organizations specifically created to serve individuals who normally use a language other than English are eligible to apply to the Secretary of Education. Private for-profit agencies and organizations are eligible for contracts only. Contact: Division of National Programs; tel. (202) 205–9650.

Bilingual Vocational Materials, Methods, and Techniques Program (84.100). Provides assistance to develop instructional and curriculum materials, methods, or techniques for bilingual vocational training for individuals with limited English proficiency. Who May Apply: State agencies, education institutions, and nonprofit organizations are eligible to apply to the Secretary of Education. Private for-profit agencies and organizations are eligible for contracts only. Contact: Division of National Programs; tel. (202) 205–9650.

Vocational Education–Indian Vocational Education Program (84.101A). Provides assistance to Indian tribal organizations and secondary schools funded by the Bureau of Indian Affairs, to conduct and administer projects or portions of projects authorized by or consistent with the Carl D. Perkins Vocational and Applied Technology Education Amendments. Who May Apply: Tribal organizations or any Indian tribe eligible to contract with the Department of the Interior under the Indian Self-Determination and Education Assistance Act or under the Act of April 16, 1934, and any school funded by the Department of Interior's Bureau of Indian Affairs that offers a secondary program, are eligible to apply to the Secretary of Education. Consortia of eligible tribes or eligible Bureau-funded schools may apply. Contact: Division of National Programs; tel. (202) 205–9650.

Vocational Education–Native Hawaiian Vocational Education Program (84.101C). Provides assistance to plan, conduct, and administer programs or portions of programs that provide vocational training and related activities to native Hawaiians. Who May Apply: Organizations that primarily serve and represent native Hawaiians and are recognized by the Governor of Hawaii are eligible to apply to the Secretary of Education. Contact: Division of National Programs; tel. (202) 205–9650.

Vocational Education–Educational Programs for Federal Correctional Institutions (84.199D). Provides assistance for education and training of criminal offenders in basic education programs with an emphasis on literacy instruction, vocational training programs, guidance and counseling programs, and support services with an emphasis

on coordination of services. (Currently unfunded.) Who May Apply: Federal correctional institutions in consortia with education institutions, community-based organizations, or business and industry organizations apply to the Secretary of Education. Contact: Division of National Programs; tel. (202) 205–9650.

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Even Start Family Literacy Programs-Grants to Local Education Agencies, Community-Based Organizations, and Other Nonprofit Organizations (84.213); also Federally Recognized Indian Tribes and Tribal Organizations (84.258A). Improves the education opportunities of children in low-income areas by integrating early childhood education and adult education for parents into a unified program. Who May Apply: Local education agencies applying in collaboration with community-based organizations, public agencies, public agencies, institutions of higher education, or other nonprofit organizations; community-based organizations or other nonprofit organizations applying in collaboration with local education agencies. Insular areas receive formula grants. Indian tribes and tribal organizations apply to U.S. Department of Education directly for discretionary grants; state educational agencies apply for grants to provide family-based centered projects for migrant families. Contact: Compensatory Education Programs; tel. (202) 260–0826.

INDIAN EDUCATION PROGRAMS

Indian Education–Adult Education (84.062). Provides financial assistance, on a discretionary basis, for educational services projects to improve educational opportunities for Indian adults. Who May Apply: Indian tribes, Indian organizations, and Indian institutions. Contact: Office of Indian Education; tel. (202) 260–3774.

MIGRANT EDUCATION PROGRAMS

Migrant Education–High School Equivalency Program (HEP) (84.141). Provides academic and supporting services to enable migrant and seasonal farm workers as well as their children ages 16 or older who have dropped out of high school to obtain a high school diploma or its equivalent, or further education at a postsecondary school. Who May Apply: Institutions of higher education or other public or nonprofit private agencies in cooperation with an institution of higher education. Discretionary grants. Contact: Office of Migrant Education; tel. (202) 260–1164.

Star Schools Program (84.203). Provides grants to eligible telecommunications partnerships to encourage improved instruction in mathematics, science, foreign language, literacy skills, vocational education, and other subjects through the development, construction, and acquisition of telecommunications facilities, equipment, and instructional programming. Who May Apply: Telecommunication partnerships, as defined in 20 U.S.C. 4083, organized on a statewide or multistate basis. Contact: Educational Network Division; tel. (202) 219–2267.

National Diffusion Network Program (84.073). Promotes nationwide dissemination and adoption of exemplary educational programs, products, and practices that have received program effectiveness panel approval by the Department of Education. Awards are made in the form of developer demonstrator grants, state facilitator grants, dissemination process grants, and private school facilitator grants. Who May Apply: State and local education agencies, institutions of higher education, and public and nonprofit education institutions and organizations. Contact: Recognition Division; tel. (202) 219–2134.

Public Library Services–State Grant Program (84.034). Provides grants to states for the improvement of public library access for all persons who by reason of distance, residence, handicap, incarceration, or other disadvantage are unable to receive the benefits of public library services. These funds may assist public libraries to combat illiteracy and establish model centers; provide intergenerational programs matching older adult volunteers with children for after-school literacy and reading skills programs; provide services to individuals with limited English speaking proficiency and the elderly; provide mobile library services and programs to child care providers or child care centers; serve as community information referral centers; strengthen major urban resource libraries and metropolitan public libraries that serve as national or regional centers; and strengthen the capacity of state library administrative agencies to meet these library needs. Who May Apply: State library administrative agencies. Contact: Formula Library Programs Division; tel. (202) 219–1303.

Interlibrary Cooperation and Resource Sharing–State Grant Program (84.035). Provides grants to plan for and take other steps leading to the development and establishment of cooperative library networks, to promote resource sharing through coordination among all types of libraries, and to support statewide preservation plans. Who May Apply: State library administrative agencies. Contact: Formula Library Programs Division; tel. (202) 219–1303.

Library Literacy Program (84.167). Provides grants to state and local public libraries to support adult literacy programs. Who May Apply: State and local public libraries. Contact: Discretionary Library Programs Division; tel. (202) 219–1315.

Foreign Language Materials Acquisition Program (84.239). Provides grants to state and local libraries for the acquisition of foreign language materials to meet the needs of the communities they serve. Who May Apply: State and local public libraries. Contact: Discretionary Library Programs Division; tel. (202) 219–1315.

OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

Bilingual Education–Family English Literacy Program (84.003J). Makes grants to support programs that are designed to help adults and out-of-school youth achieve English language competence; also provides instruction on how parents and family members can facilitate the educational achievement of their children. Who May Apply: Local education agencies, institutions of higher education, or private nonprofit organizations. Contact: Division of National Programs; tel. (202) 205–8728.

SPECIAL EDUCATIONAL

Instructional Media for Individuals With Disabilities (84.026). Promotes the educational advancement of persons who are deaf, hard of hearing, and visually impaired through captioning and video description of films, television programs, and video materials. Who May Apply: Profit and nonprofit public and private agencies, organizations, and institutions. Contact: Division of Educational Services; tel. (202) 205–9172.

Secondary Education and Transitional Services for Youth With Disabilities (84.158). Assists youths with disabilities in the transition from secondary school to postsecondary environments and the working world. Who May Apply: Institutions of higher education, state and local education agencies, and other appropriate public and private nonprofit institutions or agencies. Contact: Division of Educational Services; tel. (202) 205–8163.

REHABILITATION PROGRAMS

Technology, Educational Media, and Materials for Individuals With Disabilities (84.180). Provides funds for projects and centers for the advancement of the use of new technology, assistive technology, media, and materials for the education of children and youth who are disabled; also funds the provision of related services and early intervention services to infants and toddlers with disabilities. Who May Apply: State and local education agencies, institutions of higher education, and profit and nonprofit public and private agencies and organizations. Contact: Division of Innovation and Development; tel. (202) 205–8106.

Projects With Industry (84.234). Creates and expands job and career opportunities for individuals with disabilities in the competitive labor market by engaging private industry as partners in the rehabilitation process, training, and placement. Who May Apply: Individual employers, state agencies, and other entities such as nonprofit organizations, trade associations, labor unions, and community rehabilitation program providers. Contact: Rehabilitation Services Administration, Office of Developmental Programs; tel. (202) 205–9343.

Vocational Rehabilitation–Special Projects and Demonstrations for Providing Supported Employment Services to Individuals With Severe Disabilities and Technical Assistance Projects (84.128). Provides funds to projects to expand or otherwise improve the provision of supported employment services to individuals with the most severe disabilities and for technical assistance projects. Who May Apply: State agencies and other public and private nonprofit agencies and organizations are eligible for service projects. Public agencies and private nonprofit organizations may apply for technical assistance projects. Contact: Rehabilitation Services Administration, Office of Developmental Programs; tel.(202) 205–9343.

Technology-Related Assistance for Persons With Disabilities–Demonstration and Innovation Projects (84.231). Supports research, demonstration, and innovation in model service delivery systems; research in new technology; and income contingent direct loan demonstrations. Projects are to support and enhance statewide efforts. Who May Apply: Public or private agencies and organizations, including institutions of higher education. Contact: National Institute on Disability and Rehabilitation Research; tel. (202) 205–5666.

OTHER GOVERNMENT PROGRAMS

Job Training Partnership Act (JTPA, Title II). Provides job training and related assistance to economically disadvantaged individuals who face significant employment barriers. The ultimate goal of the act is to move trainees into permanent, self-sustaining employment. All funds from JTPA Title II are distributed directly to the governor of each state. Contact: U.S. Department of Labor, Employment and Training Administration; tel. (202) 535–0577.

Employment and Training Assistance–Dislocated Workers (JTPA, Title III). Assists dislocated workers in obtaining unsubsidized employment through training and related employment services. Services include classroom training, on-the-job training, retraining, supportive services, and relocation assistance. Contact: U.S. Department of Labor, Employment and Training Administration; tel. (202) 535–0577.

Job Corps (JTPA, Title IV–B). Assists economically disadvantaged youths, ages 16 through 22, in improving their educational proficiencies and job-related skills. Services include classroom training, vocational education, and counseling. Positive outcomes include acceptance into other job training programs or the U.S. Armed Forces. Contact: U.S. Department of Labor, Employment and Training Administration; tel. (202) 535–0577.

Appalachian State Research Technical Assistance and Demonstration Projects. Provide funds for research, technical assistance, and demonstration projects that expand knowledge of the Appalachian region. Literacy projects are an approved use of funds to carry out the goal of the Commission. The Appalachian region stretches from New York to Mississippi. Call the Commission if you think your county is eligible. Contact: Appalachian Regional Commission; tel. (202) 673–7842.

Appalachian Vocational and Other Education Facilities and Operations. Provides people of the Appalachian region with services that support the training and education needed to secure employment. Funds may also be used for the purchase of equipment, renovation of educational facilities, and demonstration projects. The Appalachian region stretches from New York to Mississippi. Call the Commission if you think your county is eligible. Contact: Appalachian Regional Commission; tel. (202) 673–7842.

APPENDIX C SELECTED FOUNDATIONS THAT FUND ADULT LITERACY TECHNOLOGY

Apple Computer Educational Grants—FY 95. Contact: Apple Community Affair in Education at 1-800–974–2974. To receive guidelines, send request along with a self-addressed, adhesive label to: Apple Partners in Education, One Infinite Loop, MS: 38J, Cupertino, CA 95014.

American Express Grants for Non-Profits. Through the American Express Philanthropic program, grants are available for education and employment, cultural programs and community service. Only nonprofit organizations are eligible. Contact: American Express Tower, World Financial Center, New York, NY 10285-4710; tel. (212) 640–5661.

Barbara Bush Family Literacy—General Information. The Barbara Bush Foundation for Family Literacy has an annual grant cycle to expand family literacy efforts designed to establish literacy as an important family value and break intergenerational cycles of illiteracy in communities throughout the nation. Contact: Send a written request to Atlantic Resources Corporation, Attn.: Department 16, 1950 Roland Clarke Place, Suite 400, Reston, VA 22091; tel. 1–800–522–3357.

Coca-Cola Foundation Education Grants. Coca-Cola Foundation funds projects that improve literacy among adults and children as part of its overall funding of education projects. Foundation grants support projects in adult basic education, workplace literacy, English as a second language, and intergenerational literacy. Applicants should submit a proposal letter of no more than two pages describing the project and explaining why Coca-Cola is the appropriate funder. The letter should be accompanied by a document stating the organization's mission and financial condition and providing proof of tax-exempt status. Literacy Grants: 1993 grants included a four-year, $200,000 grant to the National Center for Family Literacy in Louisville, KY; $25,000 for Literacy Action Inc., in Atlanta, for ongoing adult basic education; and $25,000 for Literacy Volunteers of America in Syracuse, NY. Contact: Don Greene, President, Coca-Cola Foundation, P.O. Drawer 1734, Atlanta, GA 30301; tel. (404) 676–2568.

William H. Donner Foundation. Funds projects in functional literacy under its Human Capital Development program that are designed to make people more independent. The foundation prefers projects that target the homeless, inmates, the working poor, teen parents, youths at risk of becoming dropouts, the disabled, and the treatable mentally ill. Applicants should send a brief letter of inquiry describing the project, its objectives, a list of personnel involved, and the amount of foundation support requested. Contact: William Alpert, Senior Program Officer, William H. Donner Foundation, 500 Fifth Ave., Suite 1230, New York, NY 10110; tel. (212) 719–9290.

Eaton Corp. Education Grants. Who Can Apply: Schools, school districts, colleges, and other organizations. What Projects Are Supported: General education, economic education, and literacy initiatives; projects that make math, science, and technology interesting. Contact: A local facility manager for applications when possible. The corporate contact is Fred Unger, Director of Community Affairs, Eaton Corp., Eaton Center, Cleveland, OH 44114–2584.

General Mills Foundation Education Grants. Grants for literacy and job training programs. Contact: The General Mills Foundation, P.O. Box 1113, Minneapolis, MN 55440; tel. (612) 540–7891.

John S. and James L. Knight Foundation Grants. Funds literacy projects in 26 communities where John and James Knight were involved in newspaper operations. Literacy grants may include intergenerational projects, adult basic education and reading improvement for at-risk youths. Contact: James Spaniolo, Vice President and Chief Program Officer, John S. and James L. Knight Foundation, 2 Biscayne Blvd., Suite 3800, Miami, FL 33131–1803; tel. (305) 539–0009.

Pillsbury Foundation Grants. Supports direct-service programs and school-to-work transition projects for disadvantaged young adults, with a focus on empowering them to self-sufficiency through access to education and employment opportunities. The foundation targets communities in 26 states where Pillsbury operates. Contact: Michael Bongo, Director of Community Relations, Pillsbury Co. Foundation, 200 S. Sixth Street, M.S. 37X5, Minneapolis, MN 55402; tel. (612) 330–2347.

TRW Foundation Grants. Serves the needs of public in TRW's U.S. plant communities. Areas of interest include education, arts and culture, health, welfare, and youth. Contact: Alan F. Senger, Vice President, TRW Foundation, 1900 Richmond Road, Cleveland, OH 44124; tel. (216) 291–7160.

UPS Foundation Grants. Supports programs involving education and human welfare. The foundation funds projects that resolve social problems such as adult illiteracy and food distribution. Its education grants focus on academic research, business education, public policy, transportation research, and logistics. Contact: Gary Lee, Executive Director, UPS Foundation, 400 Perimeter Center, Terraces North, Atlanta, GA 30346; tel. (404) 913–6374.

APPENDIX D FUNDING RESOURCES AVAILABLE ON THE INTERNET

FEDERAL GOVERNMENT

The Federal Register. Counterpoint Publishing provides a free Internet Gopher that contains the identical text found in the printed version of the *Federal Register*. The text is searchable and Counterpoint provides free access to the entire Table of Contents of the daily *Federal Register* and a portion of the notices and articles as a public service. Internet WWW address (URL): http://www.counterpoint.com/, then click on "U.S. Federal Register and Archives." Internet Gopher addresses: (a) gopher.counterpoint. com and then select "United Federal Register." (b) marvel.loc.gov and then follow this pathway: Government Information/Federal Information Resources/ Information by Branch of Federal Government/General Information Sources/Federal Register.

The Catalog of Federal Domestic Assistance (CFDA). Rather than thumbing through this unwieldy 1,130 page document (plus Appendices), you can search it on-line by entering keywords. Internet Gopher addresses: marvel.loc.gov/ then follow this pathway: Government Information/ Federal Information Resources/Information by Branch of Federal Government/General Information Sources/Catalog of Federal Domestic Assistance (Search?). Internet WWW address (URL): gopher://marvel.loc.gov:70/11/federal/fedinfo/byagency/general/, then click on "Catalog of Federal Domestic Assistance."

UNITED STATES DEPARTMENT OF EDUCATION

ED Board. The Department of Education's Grants and Contracts Services Bulletin Board System is called ED Board. It provides on-line access to information about the Department's programs, current funding opportunities, contracting forecasts, and information about doing business with the Department. Computer users can access ED Board at any hour using a modem (at speeds up to 14400 baud) by calling (202) 260–9950. If you have Internet access, you can go through FedWorld, a federal system that allows free access to a variety of government services via the Internet (including connections to previously unavailable bulletin boards). FedWorld is discussed in more detail below. Internet telnet access: fedworld.gov/ then follow this pathway: (D) Enter Federal Gateway/(D)Connect to Gov't Sys/database (Enter "110" at prompt for access to DoEdBBS). Alternate Access: direct dial with modem (202/260–9950). Internet WWW address (URL): http:// www.fedworld.gov/

The OERI Electronic Bulletin Board. Provides on-line access to statistical data, research findings, information about Department of Education programs, and, in some cases, full texts of Departmental documents. Computer users can retrieve this information at any hour using a modem (at speeds up to 14400 baud) and calling 1–800–222–4922. Local direct, call (202) 219–1511.

The OERI Gopher Server. This Gopher server is provided under the auspices of the U.S. Department of Education's (ED) Institutional Communications Network (INet) project. INet is designed primarily to facilitate communication and information sharing among the major education research, development, and dissemination institutions that OERI supports. But beyond its institutional purpose, INet also provides Department and Internet audiences with access, through this Gopher server, to a broad range of databases and files containing statistical data, research and development information aimed at improving teaching and learning, and information about current funding. Internet Gopher address: gopher.ed.gov, then select "Educational Research, Improvement and Statistics (OERI and NCES)." Internet WWW address (URL): gopher://gopher.ed.gov.:70/11/programs/

FEDWORLD. FedWorld is a federally operated system that allows Internet access and dial-up access to a variety of government data and information, including access to funding opportunities. Internet Access: dial direct with a modem: 703–321–8020; telnet via the Internet: fedworld.gov (192.239.93.3); FTP–via Internet: ftp.fedworld.gov (192.239.92.205); Internet WWW address (URL): http://www.fedworld.gov/

ERIC. The University of Syracuse has the best overall access to ERIC (Education Resource Information Center) information. Their server provides access to AskERIC, a full file of information on virtually every aspect of education. It is a great way to do preliminary literature reviews and research grant ideas. Internet Gopher address: gopher.ericir.syr.edu. For full texts of ERIC Digests, go to "ERIC Digests FI." Alternate Access: ERIC Internet access is also possible through the following point: 1) telnet acsnet.syr.edu (Syracuse University) 2) telnet 152.2.22.80 / type "launch" at login prompt. Internet WWW address (URL): http:// ericir.syr.edu/

WORLD-WIDE WEB (WWW) HOME PAGES ON GRANT WRITING AND ADULT LITERACY

U.S. Department of Education. Provides information regarding the Department's mission, goals, and administrative structure from Secretary Richard W. Riley on down. In addition to a helpful source for research, "Press Releases and Funding Opportunities," and current information on "Legislation, Budget, and Activities of the Department" are posted and updated frequently. Internet WWW address: http://www.ed.gov/

Grants (Reference and Interdisciplinary Information). Gathers various information directories, collections, and organizations that list sources awarding grant moneys. Some foundations have individual listings that include the organization's history, stated goals, parameters of the ideal grant proposal, and award considerations. Internet WWW address: http://galaxy.einet.net/

The Foundation Center. The Foundation Center is a national nonprofit organization dedicated to collecting, organizing, and disseminating data on foundation and corporate philanthropy. This home page has an extensive listing of grant money sources organized by location and suggestions on where to seek help in composing and submitting a grant proposal. Internet WWW address: http:// itsa.ucsf.edu/

Internet Resources for Nonprofit Organizations. Coordinates various information sources regarding many different social issues from homelessness and emergency services to immigration and mental health. Facilitates communication between local providers and offers a list of potential resources. Internet WWW address: http://asa.ugl.lib.umich.edu/

AskERIC. A "Virtual Library" offering tools to teachers of any grade level or subject matter. Options allow one to browse through different lesson plans and instruction strategies for math, science, and the humanities and to search for more information on a wide range of topics. Internet WWW address: http://ericir.sunsite.syr.edu/

The World-Wide Web Virtual Library: Educational Technology. International network offering links to directories regarding technology and its application in the field of education. Recent publications, current bibliographies, and descriptions of educational software are easily accessible as is information regarding education initiatives being implemented throughout the world. Internet WWW address: http://tecfa.unige.ch/

OTAN. The Outreach and Technical Assistance Network (OTAN) is funded through California Department of Education, Adult Education Unit. It is designed to provide technical assistance, communication linkages, and information to adult education providers. OTAN Online provides electronic resources and an information gateway for the adult education and literacy practitioner. Internet WWW address: http://www.scoe.otan.dni.us/

National Institute for Literacy. Potentially a useful resource with a national calendar of events, listing conferences that pertain to the issues of literacy and adult education. Home page is set up to accommodate grant opportunities as well as to post the most current NIFL Newsletter. Internet WWW address: http://novel.nifl.gov/

Internet Directory of Literacy and Adult Education Resources. Gives a vast directory of literacy-oriented sources and their corresponding network medium (Gopher, ListServs, and WWW sites). Internet WWW address: http://www.cybernetics.net/

LISTSERVs FOR ADULT LITERACY AND FUND-RAISING

NCAL's report, Joining the On-Line Community, contains specific directions for how to subscribe to these LISTSERVs.

AEDNET: Nova University. The Adult Education Network (AEDNET) is an international network of individuals interested in adult education. AEDNET activities include network-wide discussions and information exchanges on topics and queries, conferences, and special events of interest

to adult and continuing educators. Also, New Horizons in Adult Education, a refereed electronic journal, is distributed through AEDNET.

LITERACY: NYSERNET. LITERACY is a moderated general discussion group for those individuals concerned with the issues of literacy. Discussion of such topics as fund-raising are common. The sharing of ideas, tips, helpful resources, teaching tools, and personal experiences are encouraged.

NLA: National Literacy Alliance. The National Literacy Alliance sponsors an electronic list to help advocates keep informed about national public policy issues that affect adult literacy education and adult learners. The goal of this list is to keep advocates informed about critical legislative and public policy issues so that timely, coordinated policy actions are possible. It also serves as a forum for discussion of these issues. Users are encouraged to post ideas, questions, and information once they are subscribed.

OTAN–L: OTAN–NCAL. OTAN, in partnership with NCAL, has created an e-mail-based mailing list on technology issues. Approximately once every two weeks, list participants will receive an e-mail "newsletter" from the OTAN and/or NCAL staff on breaking news and emerging issues in adult literacy technology.

TECHED–L: Penn State University. TECHED–L is devoted to employment, training, and literacy issues in technical education.

TESLCA–L: Fund for the Improvement of Post Secondary Education, U.S. Department of Education. TESLCA–L is a sublist of TESL–L. TESLCA–L focuses on using computers to teach English as a second language to both children and adults.

EDNET: University of Massachusetts. EDNET is devoted to exploring the educational potential of the Internet. Discussions cover topics from elementary to adult higher education.

HOTT. The HOTT list is not a true LISTSERV. Instead, it is an electronic newsletter providing information on important developments in technology and networking as reported in major publications like *The New York Times*, *Wall Street Journal*, *Washington Post*, *MacWorld*, *PC World*, and other major news sources and computer magazines.

USNONPROFIT–L. The USNONPROFIT–L list is a discussion group for issues facing nonprofit organizations, and the people in the less advantaged sectors of society that they serve. Action-oriented discussions are particularly encouraged. Topics addressed include: what issues are faced by nonprofit groups today; what specific issues are the people in the less advantaged sectors of society (the poor, the homeless, those with disabilities, those with English as a second language, those who have been abused, seniors, etc.) wrestling with today; and how can technology (and in particular, telecommunications) help people deal with these issues. More specifically, it addresses topics such as how technology help people help themselves; effective volunteer recruitment and management techniques; fund-raising project issues; grants resources; how we can more involve the business sector in, for example, partnerships with nonprofits as well as specific outreach programs; the role of nonprofit agencies such as Regional Information Centers on the Internet and how this affects traditional roles; and synergies between nonprofits and community networks.

GRANTS–L. GRANT–L is an initiative of the Regents' Global Center of the University System of Georgia and serves to promote external funding for international education and research. The LISTSERV is intended to provide a forum for sharing experiences, ideas, thoughts, comments, and sources of information on the preparation and administration of contracts and grants. Specific topics include, but are not limited to proposal writing and editing, federal/state laws and regulations, campus policies and procedures, animal care and use, misconduct in science, procurement integrity, consulting, cost sharing, publication rights, budget development, direct and indirect costs, grant/contract administration, client relations, Internet resources, and electronic editing and software.

APPENDIX E ED BOARD USER'S GUIDE

**This document is a verbatim copy of the ED Board User's Guide available from the United States Department of Education.*

This Bulletin Board System (BBS) is designed to provide the public with a user friendly method of obtaining grant and contract information from the U. S. Department of Education. We hope you will find this BBS very easy to use because of its straight-forward menus, descriptive prompts, and help messages. However, if you have any suggestions for improving the ED Board, please use the "Message/Suggestions to the System Operator" selection from the main menu to leave a message for the System Operator (Sysop).

ABOUT THE ED BOARD

The ED Board uses The Bread Board System (TBBS) bulletin board software. It currently supports four 2400 bps modems (with settings of 8 data bits, 1 stop bit, no parity). The ED Board is on line 24 hours a day to provide information to the public about Department of Education grant and contract opportunities. It provides specific information such as lists of currently available grant programs and contract Requests For Proposal (RFP) packages. This type of information is added or deleted from the BBS on a weekly basis as necessary. The ED Board also contains general information about doing business with the Department such as a guide to Departmental grant programs.

WHO CAN USE ED BOARD?

Anyone who desires information regarding Department of Education contracts or grants. All you need is a computer, modem, and communications software. (ED Board is not available via Internet.) Access to ED Board is open to all callers. There are no preregistration requirements or user charges (except for your long distance telephone costs).The phone number is (202) 260–9950.

SYSTEM PARAMETERS

When you first log on, ED Board requests your system parameters so that the display and processing can be tailored to your system. You can update this information or change your password from the "Change Terminal Settings/Miscellaneous" sub menu. The system parameters for your computer

should be contained in your computer users guide. Consult the manufacturer or vendor if you cannot find the information.

THE ED BOARD MENU STRUCTURE

When you log on, you enter ED Board at the main menu. The general structure of the menus and sub menus is displayed below. A more detailed listing of the menu structure is included in Appendix A.

Main Menu
- Contract Information
  - Currently Available RFPs
  - Doing Business with ED Guide
- Grant Information
  - Grant Application Announcements – FY 1993
  - Combined Grant Application Notice
  - Guide to Grant Programs
- Change Terminal Settings/Miscellaneous

COMPRESSED FILES

Many of the larger files on the ED Board are compressed to decrease transfer time. To decompress (or "unzip") the files after download, use the program available in the "Change Terminal Settings/Miscellaneous" sub menu. The unzip program is executed by typing "pkunzip" followed by the name of the file. The program (pkunzip.exe) is designed for use on IBM–compatible PCs.

DOWNLOADING FILES

Generally, downloading a file from the ED Board will proceed as follows:

1) Select an option from a menu/sub menu on ED Board. On downloadable files, ED Board will first list the transfer protocols (Xmodem, Ymodem, etc.) to choose from. Select a protocol that your communication software also features. After the selection, ED Board will indicate the estimated transfer time and will await the start signal from your PC to begin the transfer. (To cancel the transfer at this point, press <ctrl> X.)

2) After preparing ED Board for the transfer, select the same transfer protocol on your PC. Refer to your communications program manual for instructions on this. Once this second protocol selection is made, your PC will send the start signal to ED Board and the transfer will begin automatically.(Your software communications manual will explain how to abort the transfer after the process has started, if this is necessary.)

Note: If the downloaded file is compressed (a "zip" extension file), you will need to decompress it. If you don't already have the program to uncompress the file, you can download it from ED Board by the following steps:

a) Return to the ED Board Main Menu and select "Change Terminal Settings/Miscellaneous."

b) Select "Download Program to Unzip Files" and download the file using the method described above.

c) To unzip the compressed file using the pkunzip file in ED Board, type "PKUNZIP" followed by a space and the filename. Typing "pkunzip" without a filename will display the pkunzip format and options. This is a DOS executable and will not operate on Apple computers.

INFORMATION AVAILABLE ON ED BOARD

Combined Application Notice – This is a Federal Register Notice inviting applications for current programs with the application availability dates and deadline dates for most programs.

Guide to Grant Programs – This is general information about the Department's grant programs, including program eligibility requirements and program office phone numbers.

Grant program announcements – This is a database of announced grant programs that is searchable by program office, announcement publishing date, and current availability.

Application for the Contracts Solicitation Mailing List –Instructions for completing the Contracts Mailing List Application.

Guide to Doing Business with the Department of Education – This is general information about contracting with the Department of Education.

List of current contract requests for proposals (RFPs)–Announcements as published in the *Commerce Business Daily*.

Forecast of Contract Opportunities – List and descriptions of possible upcoming contracting opportunities at the Department.

SENDING A MESSAGE/SUGGESTION TO THE SYSTEM OPERATOR

To send a message or suggestion to the System Operator (Sysop):

1) Select "Message/Suggestions to the System Operator" on the main menu.
2) Answer questions as prompted by the BBS regarding subject.
3) Type message. To end, press the <Enter> key on a blank line.

Note: You can select help to review options before saving. While help is scrolling, press P to pause or S to stop. <return> will restart listing after a pause.

4) Finally, select S for <save> to send your message to the Sysop. ED Board will automatically return you to the Main Menu.

READING MESSAGES

To read messages from the SysOp select "Read Messages" from the "Change Terminal Settings/Miscellaneous" submenu. You will also be prompted to read messages (if you have any) when you log on to the ED Board.

USEFUL TIPS

The following are tips that will simplify your use of the ED Board. Please feel free to suggest more tips for inclusion in this list.

- To abort the display of a file on the ED Board, press <ctrl> C or S at any time during the display.
- To abort during text entry, press <esc>.
- When you select "Download Program to Unzip Files" from the Change Terminal Settings/Miscellaneous submenu, you are telling the BBS to download the actual unzip program that is required to decompress the compressed (zip) files. After downloading the unzip program is executed by typing "pkunzip" followed by the name of the file.

APPENDIX A

The following is a listing of ED Board's menus, sub menus and their associated options. Following the menu structure tree is a list of definitions for acronyms and abbreviations used in the ED Board and in this User's Guide.

ED Board Menu Tree

Main Menu
<C> Contract Information
<G> Grant Information
<I> Information on ED Board
<T> Change Terminal Settings/Miscellaneous
<M> Message/Suggestions to the System Operator
<Q> Quit BBS

Contract Information
<C> Currently Available RFPs
<R> Request an RFP through ED Board
<O> How to Request an RFP by Mail or Telephone
<B> Information on ED's Bidders List
<D> Doing Business with ED Guide (For Display On Screen)
<Z> Doing Business with ED Guide (Compressed for Download)

Grant Information
<3> Grant Application Announcements – FY 1993
<C> Combined Grant Application Notice (CAN)
<G> Guide to Grant Programs

Grant Application Announcements - FY 1993
<G> Grant Announcements Published in a Specific Time Frame
<C> Grant Programs Currently Soliciting Applications
<B> OBEMLA
<E> OESE
<P> OPE
<R> OERI
<S> OSERS
<V> OVAE

Combined Grant Application Notice
<C> Combined Grant Application Notice - All Offices
<B> OBEMLA
<E> OESE
<P> OPE
<R> OERI
<S> OSERS
<V> OVAE

Guide to Programs
<B> OBEMLA
<E> OESE
<P> OPE
<R> OERI
<S> OSERS
<V> OVAE

Change Terminal Settings/Miscellaneous
<C> Change Terminal Settings
<P> Change Password
<R> Read Messages
<Z> Download Program to Unzip Files

APPENDIX F REGIONAL ASSOCIATIONS OF GRANTMAKERS

Associated Grantmakers of Massachusetts, 294 Washington Street, Suite 840, Boston, Massachusetts 02108 (serves Massachusetts, southern New Hampshire, and Maine).

Association of Baltimore Area Grantmakers, The Latrobe Building, 2 E. Read Street, 9th Floor, Baltimore, Maryland 21202.

Clearinghouse for Midcontinent Foundations, P.O. Box 22680 or 5315 Rockhill Road, Kansas City, Missouri 64110 (serves greater Kansas City, Missouri, Kansas, Iowa, Nebraska, Colorado, and Oklahoma).

Conference of Southwest Foundations, Commonwealth Center, Suite 245, 5262 S. Staples, Corpus Christi, Texas 78411 (primarily serves Arizona, Arkansas, Colorado, New Mexico, Oklahoma, and Texas).

Coordinating Council for Foundations, Inc., 85 Gillett Street, Hartford, Connecticut 06105 (primarily serves the greater Hartford area).

Council of Michigan Foundations, One South Harbor Avenue, Suite 3, P.O. Box 599 Grand Haven, Michigan 49417.

Council of New Jersey Grantmakers, P.O. Box 317, Morristown, New Jersey 07963–0317.

Delaware Valley Grantmakers, 1234 Market Street, Suite 1900, Philadelphia, Pennsylvania 19107 (primarily serves Delaware, southern New Jersey, and Philadelphia, Pennsylvania).

Donors Forum of Chicago, 53 W. Jackson Boulevard, Suite 430, Chicago, Illinois 60604 (primarily serves the Chicago metropolitan area, including surrounding counties).

Donors Forum of Miami, 12555 Biscayne Boulevard, Miami, Florida 33181.

Donors Forum of Ohio, 2000 West Henderson Road, Suite 325, Columbus, Ohio 43220.

Donors Forum of Wisconsin, 117 West Boundary Road, Mequon, Wisconsin 53092.

Grantmakers Forum, 1422 Euclid Avenue, Suite 1370, Cleveland, Ohio 44120 (primarily serves Cleveland, Akron, and Lorain metropolitan areas).

Grantmakers of Western Pennsylvania, 650 Smithfield Street, Suite 240, Pittsburgh, Pennsylvania 15222.

Indiana Donors Alliance, 7th Floor, Victoria Centre, 22 E. Washington Street, Indianapolis, Indiana 46204–3529.

Metropolitan Association for Philanthropy, 5615 Pershing Avenue, Suite 20, St. Louis, Missouri 63112.

Minnesota Council on Foundations, 800 Baker Building, 706 Second Avenue South, Minneapolis, Minnesota 55402.

New York Regional Association of Grantmakers, 505 Eighth Avenue, Suite 1805, New York, New York (serves primarily the greater New York metropolitan area–roughly the 50 mile radius, including Long Island, southern Connecticut, and northern New Jersey).

Northern California Grantmakers, 117 New Montgomery Street, Suite 742, San Francisco, California 94105.

Pacific Northwest Grantmakers Forum, 1305 4th Avenue, Suite 214, Seattle, Washington 98101 (primarily serves Washington, Oregon, Alaska, Idaho, and Montana).

Rochester Grantmakers Forum, 55 St. Paul Street, Rochester, New York 14604 (primarily serves the counties of Monroe, Livingston, Wayne, Ontario, Orleans, and Genessee).

Southeastern Council of Foundations, 50 Hurt Plaza, Suite 910, Atlanta, Georgia 30303 (primarily serves Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia).

Southern California Association for Philanthropy, 315 West Ninth Street, Suite 1000, Los Angeles, California 90015–4210.

Washington Regional Association of Grantmakers, 1400 16th Street, Suite 430, Washington, DC 20036 (serves metropolitan Washington, DC).

APPENDIX G

SAMPLE COVER LETTER

Organizational Letter Head

Date
Title
Organization
Address
City, State, Zip

Dear Name:

The (title of literacy organization) seeks support of $XX,XXX from the ABC/XYZ Foundation (or Corporation) for technology (seed money, technology project name, etc.) of our (title of technology project). [1] We are grateful for the support we received from the ABC/XYZ Foundation in 19XX for (description) and think this new proposal may be of comparable interest to your foundation. [2] We think this project is very much aligned with ABC/XYZ goals in (field of interest, technology priorities, other funded projects or guideline statement).

Our literacy organization, established in 19XX, is serving the (geographic) community with our literacy services: (List–ABE, GED, ESL, family literacy, etc.). [1] Recently we were honored by (description) for (accomplishment). [2] (insert one or two other accomplishments)

The technology project for which we request funds will make a difference in the lives of our adult learners in the following way: (insert specifics of proposal) and the literacy organization in the following way: (insert specifics of proposal). The project will take X amount of time and X amount of $$$, and we expect the following concrete results: (specifics of proposal).

We have received (type of technology) from (funder or donator) in the form of a (grant, contribution, inkind, donation) in the early stages of our technology efforts. We have since developed a technology plan (see enclosed). The plan's vision is (specifics of technology plan). We believe our technology plan is both innovative and important to the future of our organization and the adult learners we serve.

We invite you to visit the (organization's name) and will call by (date) (or within two weeks) to discuss a possible visit and the proposed technology project. We will be glad to submit a full proposal with additional information for your further review. If you have any questions, please free to contact me at (XXX) XXX–XXXX.

Sincerely,

(Sign)

Your Name
Your Title

APPENDIX H SELECTED ADULT LITERACY ORGANIZATIONAL RESOURCES

American Association for Adult and Continuing Education (AAACE), 2101 Wilson Boulevard, Suite 925, Arlington, VA 22201. The American Association for Adult and Continuing Education is a private nonprofit national service organization for professionals in the fields of adult and continuing education.

Association for Community-Based Education (ACBE), 1805 Florida Avenue, NW, Washington, DC 20009. The Association for Community-Based Education is a national nonprofit network of member organizations providing alternative education programs linked to the needs, cultures, and traditions of the communities they serve.

Center for Applied Linguistics (CAL), 1118 22d Street, NW, Washington, DC 20037. The Center for Applied Linguistics is a private nonprofit resource organization that promotes the application of linguistic findings to practical language problems, conducts research and disseminates information on language and linguistics, generates educational materials illustrating various approaches to literacy, and evaluates reading programs and proposed reading tests.

The Center for Children and Technology (CCT) and **The Center for Technology in Education (CTE),** Education Development Center, Inc., 96 Morton Street, 7th Floor, New York, NY 10014. The Center for Children and Technology and its affiliate, the Center for Technology in Education, undertake a wide program of basic and applied research.

Clearinghouse on Adult Education and Literacy, United States Department of Education, Division of Adult Education and Literacy, 400 Maryland Avenue, SW, Washington, DC 20202–7240. The United States Department of Education's Department of Adult Education and Literacy Clearinghouse periodically publishes a *Bibliography of Resource Materials,* which lists articles and reports that deal directly with state-administrated and community-based adult education programs. Publications in the *Bibliography* include articles, fact sheets, directories of resources, literacy materials, and papers on selected subjects. Single copies of the *Bibliography of Resource Materials* can be obtained free of charge by writing to Tammy Fortune or Rickie Gallmon at the above address.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, 1900 Kenny Road, Columbus, OH 43210–1090. An ERIC clearinghouse that provides information on adult literacy and adult literacy technology as well as reports and digests on adult, career, and vocational education.

ERIC Clearinghouse on Information and Technology, 4–194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244–4100. An ERIC clearinghouse that provides information on educational technology and library and information science.

Institute for the Study of Adult Literacy (ISAL), The Pennsylvania State University, College of Education, 204 Calder Way, Suite 209, University Park, PA 16801–4756. The Institute for the Study of Adult Literacy was established to promote a coherent and systematic means to respond to the problems and issues related to literacy. Three major concerns of the institute are study and research, improvement of practice, and advocacy and leadership.

National Center for Family Literacy (NCFL), Waterfront Plaza, Suite 200, 325 West Main Street, Louisville, KY 40202–4251. The National Center for Family Literacy is a nonprofit corporation that focuses its efforts on family literacy problems. The Center provides training materials, reports, and a newsletter.

National Center on Adult Literacy (NCAL), University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104–3111. The National Center on Adult Literacy heads a national initiative that focuses on research and development in adult literacy. The Center sponsors innovative research, works with practitioners to improve instruction, and gives decision makers the tools to make sound policy decisions. Information from the field is disseminated through newsletters, technical reports, conferences, policy forums, a literacy technology laboratory, and the Internet.

National Clearinghouse on ESL Literacy Education, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. An adjunct ERIC clearinghouse that provides information on adult literacy and adult literacy technology as well as reports, monographs, and digests on literacy education.

National Demonstration Laboratory for Interactive Information Technologies, The Atrium, Madison Building, Library of Congress, 101 Independence Avenue, SE, Washington, DC 20504. The National Demonstration Laboratory for Interactive Information Technologies (NDL) is a nonprofit demonstration center of interactive video software and technology. Located at the Library of Congress, the NDL is open by appointment to all interested visitors.

National Institute for Literacy (NIFL), 800 Connecticut Avenue, NW, Suite 200, Washington, DC 20202–7560. Established by the National Literacy Act of 1991, the Institute is an interagency group that assists federal agencies in policy, awards grants, and provides technical assistance to programs in adult literacy.

United States Department of Education, Division of Adult Education and Literacy, Program Services Branch, 400 Maryland Avenue, SW, Washington, DC 20202–7240. A source of information and services pertinent to programs administered by the Office of Vocational and Adult Education.

United States Department of Education, Technology Resource Center, 80 F Street, NW, Washington, DC 20208. A demonstration center within the Department of Education designed to serve teachers and education professionals by showing them how new technology works. The Center provides opportunities to gain hands-on experience and offers tours, lectures, and demonstrations upon request.